

5th Annual

**McGill Summer
Institute for School
Psychology**



MAY 25 - MAY 28

2021



We, too, can be successful!

VANGUARD SCHOOL WELCOMES STUDENTS FROM 6 TO 18 YEARS OF AGE WHO:

Have an average to superior intellectual potential with:

- a learning disability with a 2 year academic delay in their language of instruction or in math; and/or
- one or more specific learning disabilities, such as dyslexia, dysphasia, attention deficit, auditory processing difficulties, dyspraxia, executive function disorder.

We offer both elementary and high school programs.

Vanguard School is a school declared in the public interest and, as such, there are no tuition fees for parents.

THE EDUCATIONAL PROGRAM OF VANGUARD SCHOOL IS OFFERED IN ENGLISH AND IN FRENCH

An individualized educational plan for each student developed and implemented by a multi-disciplinary team.

Reduced class size allowing for a direct and personalized intervention.

Adapted approaches to reconcile the difficulties of each student with the Ministry programs.

OUR MISSION

Vanguard School is an educational institution which enables students with severe learning disabilities to achieve their full potential through an education that fosters academic success, self-esteem, and harmonious integration into society.

Vanguard School is also an educational institution open to research activities, professional development and exchange of expertise.

OUR STAFF IS HIGHLY SPECIALIZED

Our staff includes teachers trained in remedial or special education, psychologists, speech and language therapists and special care counsellors.

Our expertise is widely recognized and our staff members contribute to research, training and development in the field of learning disabilities with other educational institutions.

The world's leading measure of child development just got better.

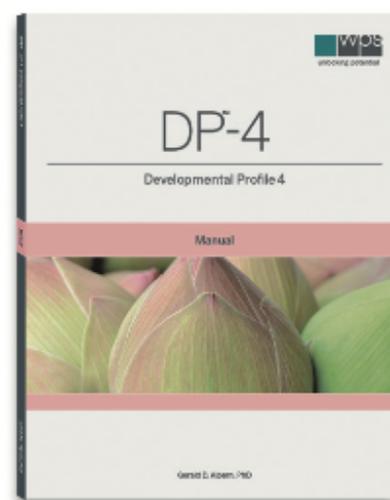
Learn more at wpspublish.com/DP-4



The fully revised fourth edition of the Developmental Profile retains the core elements of its predecessors while adding features that strengthen an instrument already considered the best of its kind. Like previous versions, the DP-4 evaluates children's functioning in five key areas (Physical, Adaptive Behavior, Social-Emotional, Cognitive, and Communication) in just 20 to 40 minutes, but now with a broadened age range.

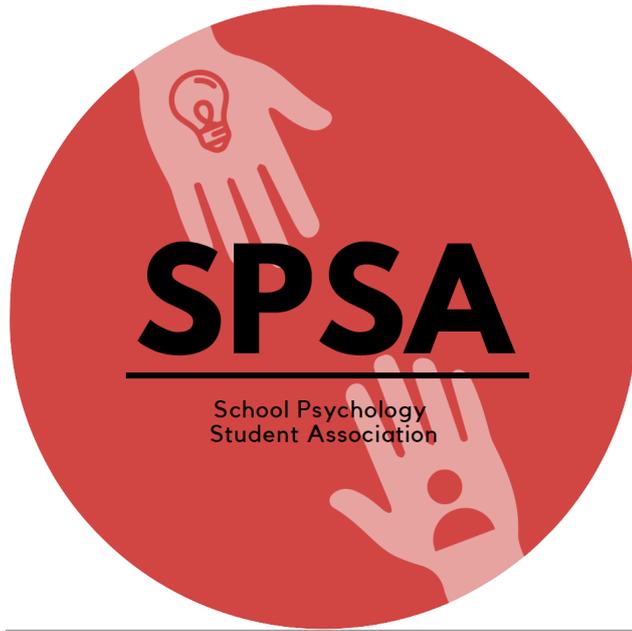
New Features:

- Expanded age range now covers birth to 21 years, 11 months
- Growth scores for progress monitoring
- Updated items reflect changes in society, technology, and culture
- Two new forms improve overall evaluation: Teacher Checklist and Clinician Rating Form





ThoughtTech



Commission scolaire English-Montréal

English Montreal School Board

A MESSAGE FROM THE CHAIR



Vincent Di Stefano
PhD 2

On behalf of the Organizing Committee, it is my pleasure to welcome you to the 2021 McGill Summer Institute for School Psychology. For our fifth edition, we invite school psychologists, mental health professionals, and graduate students from Quebec and beyond to come share knowledge, reconnect with colleagues, and exchange ideas in our new online format. This conference is an excellent opportunity for mental health professionals and students alike to foster new relationships and promote professional development. Additionally, we are pleased to once again invite students to share their research at the poster and oral presentations.

The conference program features an array of workshops by talented speakers, including Dr. Adam Dubé, PhD, Dr. Doris Paez, PhD, Dr. Amanda Nickerson, PhD, and Dr. Rachel Langevin. Our speakers will cover current research and provide clinical tools on topics such as the role of educational technology in teaching and learning, bullying interventions, child sexual abuse, and service provisions for immigrant/marginalized children. Furthermore, in addition to our regular anglophone schedule, it is our great pleasure to welcome Dre. Delphine Collin-Vézina and Dre. Isabelle Soulières, who will both be presenting in French about trauma-informed care and autism and cognition., respectively

All of the members of the Organizing Committee from McGill University wish you a superb online conference experience. Welcome to McGill SISP 2021!

A MESSAGE FROM THE CONFERENCE CO-CHAIR



Samantha Scholes
MA 2

It is with great pleasure and honor to bring to you, for the first time ever, the 2021 McGill Summer Institute for School Psychology (SISP), virtually. In light of everything that has occurred during the past year, our committee has strived to be able to provide the SISP 2021 Conference in a format that is accessible, given current restrictions, and available to all professionals regardless of where they are located. I would like to thank the organizing committee, who has put in countless hours to ensure the organization and coordination of all the aspects of the conference – without them, this conference would not have been possible. As mentioned by Vincent, we have an amazing panel of speakers lined up providing workshops, for the first time ever, in both English and French. I hope that you enjoy your time at our conference, and on behalf of our committee, we hope to see you again next year!

A WORD FROM DR. STEVEN R. SHAW



Associate Professor,
McGill School and
Applied Child
Psychology

On behalf of the School and Applied Child Psychology program at McGill University, it is my great pleasure to welcome you to the 5th Summer Institute in School Psychology. As one of the leading research and clinical universities in Canada, we strongly support professional development and implementation of evidence-based practices for school psychologists. We hope you find the Summer Institute stimulating, insightful, and useful for your work in improving the lives of children and youth. Enjoy the conference and we hope to see you in person next year!

SPECIAL THANKS TO:

Abstract Reviewers: Dr. Eve-Marie Quintin, Dr. Shanna Williams, Dr. Steve Shaw, Dr. Marie-Claude Geoffroy, and Dr. Jeffrey Derevensky

Presentation Reviewers: Dr. Shanna Williams, Dr. Steve Shaw, Dr. Marie-Claud Geoffroy, Dr. Annett Korner, Dr. Karen Cohen-Gazith, and Nadia Khalili

Volunteers: Jessica Tobia, Lindsay Parr, and Sierra Pecs

ORGANIZING COMMITTEE

Co-Chair, Community Engagement - Despina Bolanis



Despina is a second-year doctoral student in the School/Applied Child Psychology program at McGill University in the Youth Suicide Prevention Lab. She completed her MSc in Psychiatry at McGill University in 2019. Her master's thesis evaluated the longitudinal associations between cannabis use, depression, and suicidal ideation throughout adolescence. Her PhD research focuses on documenting the associations between the natural environment and youth's mental health and academic performance, using a large population-based sample of Canadian youth with linked urban residential greenness (Normalized Difference Vegetation Index). Despina is excited to be returning to SISP as co-chair and looks forward to collaborating with the rest of the team in launching SISP's latest knowledge transfer initiative.

VP Blog - Sara Scardera



Sara Scardera is an MA2 student in the School/Applied Child Psychology program. She is supervised by Dr. Marie-Claude Geoffroy (Youth Suicide Prevention Laboratory). Her MA research aims to investigate the protective role of perceived social support on later suicidal risk and related mental health problems. This year for SISP, she has undertaken the role of Blog Manager, where she is responsible for overseeing and working collaboratively with other members to reach out to community professionals for our blog on youth development from infancy to young adulthood and mental health as well as managing the blog section of our website. Sara enjoys travelling, nature walks, bingeing Netflix shows and spending time with her family

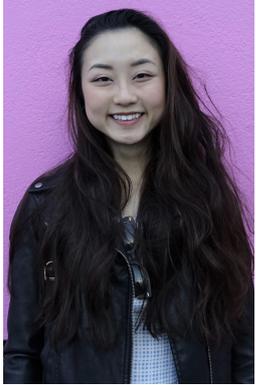
VP Podcast - Hagit Malikin



Hagit Malikin is a second year Master's student in the School/Applied Child Psychology Program at McGill University. She received her undergraduate Honours degree in Psychology from Concordia University in 2018. She is part of the Childhood Anxiety and Regulation of Emotions (C.A.R.E) Research Group and is supervised by Dr. Tina Montreuil. Her research interests reside in parent-child attachment and the influence of such relationship on child development. Her masters research project will examine the effect of parent-child relationship quality on the development of child emotion regulation

ORGANIZING COMMITTEE

Co-VP Academic - Samantha Wong



Samantha is a second-year MA student in the School/Applied Child Psychology program at McGill. She received her undergraduate degree in Behavioral Neuroscience at the University of British Columbia. Samantha is supervised by Dr. Eve-Marie Quintin and will be investigating the neurocorrelates and neuroplasticity of social motor synchronization in children with autism spectrum disorder. She is currently being funded by the Canadian Institutes of Health Research, Master's Awards. Samantha is serving as the Academic Coordinator for SISP this year and is responsible for reaching out to practitioner-researchers in different clinical expertise. She is looking forward to learning from and meeting people virtually this May!

Co-VP Academic - Jessica Lai



Jessica Lai is a first-year doctoral student in the School/Applied Child Psychology program at McGill University. She is supervised by Dr. Jacob A. Burack and is a member of the McGill Youth Study Team (MYST). Her research interests include identifying and understanding social, cultural and community determinants of academic performance among Indigenous youth in Canada. Jessica completed her BA in Psychology at the University of British Columbia and her MEd in Educational Psychology at McGill University. Jessica is looking forward to working with the SISP team this year

VP Sponsorship - Matthew Baker



Matt is a first year Master's student in School/Applied Child Psychology at McGill University. His undergraduate research examined factors associated with the judgement of facial expressions of pain in children. Under the supervision of Dr. Shanna Williams, Matt's current research primarily involves forensic interviews with children who have been maltreated and victims of commercial sexual exploitation, and plans to continue investigating factors associated with children's pain communication. Matt's SISP responsibilities include advertising initiatives, seeking and engaging with prospective sponsors, and developing professional relationships with partnering organizations.

ORGANIZING COMMITTEE

VP French Adaptation - Rachel Michaud



Rachel is a second-year Master student in the School/Applied Child Psychology Program at McGill University. She holds a bachelor's degree in psychology from Université Laval. She is part of the Childhood Anxiety and Regulation of Emotions (C.A.R.E) Research Group and is supervised by Dr. Tina Montreuil. Her research interests include anxiety, emotional regulation, and the impact of such concepts on learning in school-aged children. In her role as VP French Adaptation, Rachel is responsible of the French adaptation of SISP's communications and publications. She also collaborates with other VPs in the organisation of the French sections of the conference, podcast, and blog.

VP Communications - Samantha Bouchard



Samantha Bouchard is an MA1 Student in the School/Applied Child Psychology program. She is supervised by Dr. Marie-Claude Geoffroy. Her MA research aims to examine the impact of childhood sexual abuse on adulthood economic outcomes. Samantha has undertaken the role of VP-communications, where she is responsible for SISP's communications and publications, as well as the website. She collaborates with the VP's of the conference, podcast and blog to organize advertising.

VP External - Shayla Chilliak



Shayla Chilliak is an MA1 student in the School/Applied Child Psychology program. She completed her Bachelor's degree at Concordia University, where she conducted her Honours research on the topic of mental health outcomes of children of parents with bipolar disorder. Under the supervision of Drs. Tina Montreuil and Armando Bertone, her current research focuses on emotion regulation and peer relationships in children with autism. She is particularly interested in the development of social and emotional interventions for children with autism. Shayla is serving as the VP External on this year's SISP organizing committee, and is responsible for communication and coordination to secure OPQ and CPA accreditation. She is greatly looking forward to an educational and enriching SISP 2021 conference!

REGISTRATION

TUESDAY MAY 25 2021

8:00am - 9:00am for those with a last name from A-K and L-Z

12:00pm-1:00pm for those with a last name from A-K and L-Z

All attendees are asked to sign in during one of the registration times. One of our committee members will be there to greet you and note your attendance. They will also explain some general guidelines for the conference and answer any questions that you may have.



Delphine Collin- Vézina, Ph.D.

Le trauma complexe et les approches axées sur le trauma dans les écoles

9:00 AM - 12:00 PM

Bien que les services auprès d'enfants et d'adolescents victimes d'abus et de négligence visent souvent le milieu familial comme cible d'intervention, les milieux scolaires constituent des systèmes importants pour les jeunes qui peuvent favoriser leur bien-être et leur résilience. Aussi, plusieurs enfants qui vivent de la maltraitance éprouvent des problèmes de santé mentale et de comportement qui entravent leur réussite scolaire. Le terme « trauma complexe » vise justement à rendre compte de la multitude de séquelles engendrées par les traumatismes interpersonnels et vécus de façon chronique. À la lumière de ces évidences, des programmes ont été développés pour permettre aux professionnels, aux intervenants, aux enseignants et au personnel scolaire d'accroître leurs connaissances et leur sensibilité envers le trauma complexe, de favoriser l'engagement des élèves, de réduire les incidents violents et les mesures disciplinaires, et de faciliter l'accès aux services spécialisés. À travers de nombreux exemples cliniques, cet atelier vise à mettre en lumière les séquelles de la maltraitance observées en contexte scolaire et à présenter des stratégies d'intervention en contexte scolaire inspirées du modèle Attachement, Régulation et Compétences.

Dre Delphine Collin-Vézina est directrice du Centre de recherche sur l'enfance et la famille de l'Université McGill, psychologue clinicienne et professeure titulaire à l'École de travail social de McGill. Elle est également membre associée du département de pédiatrie, où elle est titulaire de la chaire Nicolas Steinmetz et Gilles Julien de pédiatrie sociale communautaire. Son programme de recherche vise à mieux comprendre l'impact des événements traumatiques sur les enfants et les jeunes, ainsi que leur expérience des services qui leur sont destinés. Elle a établi le groupe de recherche sur les Réponses Sociales au Trauma Complexe (RC/TC) à l'Université McGill et a récemment reçu une subvention de partenariat du CRSH pour élargir l'impact de ce travail et établir le Consortium canadien sur les traumatismes chez les enfants et les adolescents. www.traumaconsortium.com

TUESDAY MAY 25TH 2021



Doris Páez, Ph.D., NCSP

Creating Solutions for Children Who Do Not Fit into a Majority Society: Mental Health, Culture and Schooling

1:00 PM - 4:00 PM

In this workshop, a clinical and practical approach is presented for creating solutions that meet the contemporary mental health, culture and schooling needs of children that are culturally, linguistically, economically or behaviorally divergent from any dominant societal group (e.g., mainstream, majority, majority-minority, growing minority, marginalized or normative groups). The impact of diverse children's "fit" with instructional settings, intervention strategies, or significant adults (e.g., teachers, therapists, medical personnel, guardians, parents, family members, coaches, etc.) on their mental health and academic achievement will be explored. Case studies, that highlight culturally attentive modifications to typical psychological prevention, evaluation and intervention strategies for unique groups of children, including those who are multiple language learners, racially and ethnically diverse, have severe mental health issues, and diverse gender identities, will be interactively reviewed. Suggestions will be offered for how psychologists can evolve their current practices so that they can simultaneously serve as diagnosis detectives, intervention consultants, teachers and advocates.

Dr. Doris Páez currently serves as an inpatient and outpatient psychologist at Regional Medical Center in Orangeburg, South Carolina. She has over 30 years of experience with psychological and psychoeducational services for children, adolescents, young adults, adults and families. She is fluent in Spanish and holds unique credentials as a trained bilingual psychologist. Dr. Páez also counts with extensive work experiences in higher education, public education, government, non-profit and healthcare sectors. Her credentials include a B.A (Psychology), M.A (Behavioral Sciences & Education) and Ed.S. (School Psychology) from the University of South Florida, as well as a Ph.D. (School Psychology) from the University of Florida. She completed a pre-doctoral psychology internship in rehabilitation psychology and two post-doctoral psychology residencies in emotional disorders and developmental pediatrics. Dr. Páez is a graduate of the prestigious Liberty Fellowship, a two-year, Aspen Institute inspired training program for leaders in the state of South Carolina. She is a licensed South Carolina psychologist since 2000 and a nationally certified school psychologist since 1987. Dr. Paez is the author of over 200 publications and has presented at over 800 local, state and national events, including conference keynote and commencement addresses. She is a recipient of several service awards, including the National Association of School Psychologists' Presidential Award. She is the mother of two adult children who are pursuing careers in the Arts.



Adam Dubé, Ph.D

Education during the digital shift: Key principles, practices, and policies

1:00 PM - 4:00 PM

This session will address the gap in training through discussions on three topics. First, a brief coverage of the history of EdTech will demonstrate the shifting role of technology in education and how its use in classrooms has been simultaneously driven by advancements in both pedagogy and technology. This discussion will culminate in a framing of educational technology as more than just 'stuff' (i.e., tablets); but rather a broader practice that includes devices, processes, and ethics. Second, we will look at the recent trends in educational technology from the 2000s to the present, including which DLTs and teaching practices have become popular, which ones are effective, and which ones are just believed to be effective (e.g., gamification). This discussion will give insights into what is driving current practice and how we have more recently moved from the use of ICT for information search to ICT to facilitate creativity and collaboration. Third, we will look at the future of EdTech by covering how the remote instruction experience caused by the pandemic will likely shape education, identifying both promising and problematic practices. The session will complete by generating practical policies to guide the evaluation of educational technologies informed by the preceding discussion.

Adam Kenneth Dubé is an Assistant Professor and Graduate Program Director for the Learning Sciences Program in the Department of Educational and Counselling Psychology at McGill University, the McGill Faculty of Education Distinguished Teacher award recipient, the head of the Technology, Learning, & Cognition Lab (mcgill.ca/tlc), and a joint Fellow of the American Educational Research Association and the Society of Research in Child Development in middle childhood education and development. He investigates how educational technology augments the learning process and teaches courses on the use of emerging educational technologies. His work on the use of tablet computers in education is published in the book "Understanding tablets from early childhood to adulthood: Encounters with touch technology." His current research asks whether educational tablet games are able to simultaneously entertain and educate and it is funded by the Social Science and Humanities Research Council of Canada as well as the Fonds de Recherche du Québec-Société et Culture. This work on the use and design of effective educational games informs his contribution to the UNESCO-MGIEP "Industry guidelines on digital learning."



Isabelle Soulières, Ph.D.

Profil cognitif des enfants autistes :

Des défis de l'évaluation aux pistes pour les apprentissages

9:00 AM - 12:00 PM

Évaluer le potentiel cognitif des enfants autistes représente à la fois un défi et le point de départ d'un accompagnement plus ciblé et favorisant les apprentissages. Plusieurs exemples provenant de la recherche et de la clinique nous permettront d'aborder les questions suivantes : est-ce qu'une faible performance à l'évaluation cognitive est toujours synonyme de faible potentiel cognitif? Est-ce que la testabilité et la performance sont toujours liées chez les enfants ayant chez les enfants autistes? Comment pouvons-nous mettre en évidence leurs forces personnelles et dans quelles situations ces enfants apprennent-ils et réussissent-ils bien? Comment partir de ces forces pour stimuler leurs apprentissages?

Isabelle Soulières est professeure titulaire au Département de psychologie de l'Université du Québec à Montréal, et chercheure à l'Hôpital Rivière-des-Prairies au Centre de recherche du CIUSSS du nord de l'île de Montréal. Elle est titulaire de la Chaire de recherche sur l'optimisation du potentiel cognitif des personnes autistes. Elle a complété un Ph.D. en neuropsychologie clinique à l'Université de Montréal et un postdoctorat en neurosciences cognitives à l'Université Harvard. Ses intérêts de recherche se centrent sur les processus d'apprentissage, le raisonnement et l'intelligence des enfants autistes, en vue de développer des méthodes d'enseignement misant sur leurs forces et spécificités cognitives. Elle étudie le développement des processus de raisonnement fluide chez les personnes autistes, à l'aide de l'imagerie par résonance magnétique fonctionnelle. Elle s'intéresse aussi au développement des profils cognitifs caractéristiques retrouvés sur le spectre de l'autisme. Elle s'implique également depuis plusieurs années dans des activités de transfert des connaissances envers les professionnels de la santé et du milieu scolaire, en lien avec la cognition et la neuropsychologie de l'autisme.

THURSDAY MAY 27 2021



Amanda B. Nickerson, Ph.D., NCSP

Preventing and Intervening with Bullying

1:00 PM - 4:00 PM

Bullying is an issue of concern for individual perpetrators and victims, as well as the peer group, family, school, and larger society. This workshop will describe the forms of bullying that youth engage in, the factors that contribute to it, and the short- and long-term outcomes associated with bullying. The focus will be on an evidence-based framework for preventing and intervening with bullying in schools. Throughout the presentation, videos and practical resources will be highlighted that practitioners can use to prevent and intervene with bullying and cyberbullying.

Amanda B. Nickerson, Ph.D., NCSP is a professor of school psychology and director of the Alberti Center for Bullying Abuse Prevention at the University at Buffalo, the State University of New York. She is a nationally certified school psychologist, licensed psychologist, fellow of the American Psychological Association, and member of NASP's School Safety and Crisis Response Committee. Dr. Nickerson's research focuses on preventing and intervening with school crises, violence, and bullying, as well as the critical role of schools, parents, and peers in promoting social-emotional strengths of children and adolescents.

THURSDAY MAY 27 2021



Rachel Langevin, Ph.D.

Helping child sexual abuse victims in the school context

1:00 PM - 4:00 PM

Child sexual abuse is a prevalent social problem with enduring consequences for the victims. According to a meta-analysis, 18% of women and 7.6% of men worldwide have been sexually abused before the age of 18 (Stoltenberg et al., 2011). These rates are similar to those reported in a representative sample of Quebecers (22.1% of women and 9.7% of men; Hébert et al., 2009). Consequences associated with child sexual abuse have been documented in all domains of functioning: behavioral, sexual, emotional, relational, and physical and mental health domains (Hillberg et al., 2011). Consequently, difficulties stemming from child sexual abuse might transpire in the school context and affect children's ability to succeed academically and socially throughout their academic career. This workshop will cover various topics on how school and school personnel can help child sexual abuse victims. General information on the prevalence and documented consequences associated with child sexual abuse will be presented. Issues related to polyvictimization and its implications will be discussed. Then, we will present key aspects of how a disclosure of child sexual abuse should be handled. Finally, we will discuss the notion of trauma-informed schools, individual and group interventions for sexual abuse victims that are supported by research, and the role that schools can play in prevention efforts. This workshop will include practical exercises and group discussions.

Dr. Langevin completed her Ph.D./Psy.D. in psychology at Université du Québec à Montréal. Her doctoral dissertation and research explored attachment representations, emotion regulation, and behavior problems young sexual abuse victims. Her post-doctoral fellowship took place in the Psychology Department of Concordia University (and Centre for Research in Human Development), where she conducted research on the intergenerational transfer of risk using data from the Concordia Longitudinal Risk Project. Dr. Langevin's clinical training involved a specialization in cognitive-behavioral therapy for anxiety and trauma-related disorders in adults and she is still working with these populations in her private practice. Her main research interests are in child development and understanding trauma-related risk and protective factors for psychopathology, as well as mechanisms for the intergenerational continuity of trauma and violence.

WEDNESDAY MAY 26TH



Jon Bale - Thought Technology

Intro to Clinical Application of Stress Profiles

12:00 PM - 1:00 PM

Ideal for beginners or individuals looking to enter the field of biofeedback, Jon Bale introduces the concepts of measuring psychophysiological indicators for stress profiles. Participants will learn about data monitoring and displaying biological signals of interest for stress assessments and stress profiles. Applied psychophysiology is more relevant than ever, helping patients get the best treatments possible from their provider. Join us to learn how the field keeps evolving as more and more people suffer from anxiety related conditions and self-regulation is more in demand than ever.

Jon Bale is a McGill University Graduate in Biology and is BCIA certified for neurofeedback as a technician.

For nearly nine years he was the Research Manager for the Biofeedback Federation of Europe (BFE), before joining the Thought Technology family as an Product Application Specialist. His experiences includes instructing and working with various clinical leaders in the field of biofeedback and neurofeedback, such as Dr. Paul G. Swingle, Dr. Inna Khazan, Dr. Vietta Sue Wilson, and Dr. Barry Sterman. Jon has extensive knowledge of applications in biofeedback and neurofeedback, and experience adapting clinical methods into easy-to-use techniques.



ThoughtTech

WEDNESDAY MAY 26 2021

Fast 5 presentations

10:00 AM - 11:00 AM

Neha Verma, Elizabeth Olivier, *A New Multi-source Measure of Social Behaviors for Students*
Alexandre J. S Morin, Céleste Dubé, *with Intellectual Disabilities*
Cynthia Gagnon, Danielle Tracey,
Rhonda G. Craven, & Christophe

Maïano

Concordia University

#15

Background. Students with intellectual disability (ID) are at an increased risk of displaying fewer prosocial behaviors and more numerous aggressive behaviors in various environments. Aims. This study proposes a new multi-informant (students, teachers, and parents) measure of social behaviors for students with ID. Methods. The sample includes 348 students with mild (51.41%) and moderate (48.59%) levels of ID, aged 11-22 years old (M=15.73, SD=2.14; including 138 females), enrolled in secondary schools in Canada (French-speaking; N= 116; 33.33%) and Australia (English-speaking; N= 232; 66.67%). Measures were completed by the participants, their teachers, and their parents. Results. Results support the reliability, factor validity, discriminant validity (in relation to sex, ID level, and country), convergent validity (with measures of victimization, depression, hyperactivity-inattention), and one-year test-retest stability of the measure. Conclusions. Students, teachers, and parents all provided a complementary perspective on student social behaviors, consistent with students adjusting their behaviors to the various environments in which they share social interactions

WEDNESDAY MAY 26 2021

Fast 5 presentations

10:00 AM - 11:00 AM

Nessa Ghassemi-Bakhtiari,

Frederick L. Philippe, Marie-Pier

Gingras, François Poulin, Jean

Robitaille, Anne-Sophie Denault

Marie-Claude Geoffroy &

Stephane Dandeneau

University of Quebec at Montreal

#2

*Impact of Civic Engagement Activities on the Academic
Success and Positive Development of High School Youth*

Civic engagement is defined as individual or collective actions done with the purpose of positively impacting or transforming one's society or community. It typically involves the participation in one or several activities pertaining to values of Democracy, Ecology, Social Solidarity, or Pacifism (DESP). Few studies have investigated the long-term impact of participating in such activities on academic success in comparison to other types of activities. Yet youth civic engagement has been a central objective targeted by youth policies of provincial and federal governments of Canada. A better understanding of the impact of adolescents' participation in civic activities could help orient future educational programming. This research investigated the effects of participating in civic engagement activities on the academic success of high school youth. A total of 1650 high school adolescents from secondary I to V responded to a questionnaire measuring their participation in civic engagement activities, other activities (e.g., sports, arts, games), intrinsic values, civic behavior, and other measures of control. Academic grades at the end of the year and from the previous year were also collected. Participation in civic activities, but not in other types of activities, was positively associated with intrinsic values and planned future civic behaviors. More importantly, results showed that participation in a civic activity over the year predicted an increase in academic grades over the year, independently from the participation in other types of activities and after controlling for several potentially confounding variables, such as adolescents' motivation, self-esteem, and socio-demographic variables. The present findings highlight the importance of civic participation in youth and its specific effect on academic success.

WEDNESDAY MAY 26 2021

Fast 5 presentations

10:00 AM - 11:00 AM

Sloan Moghadaszadeh

Concordia University

#4

The effects of sexualized media on transgender men

Sexualized advertisements have been linked to body dissatisfaction (Karsay et al., 2018). However, this literature has primarily focused on cisgender people. Since gender dysphoria is prevalent in transgender people, it is conceivable that these individuals are equally subject to such negative effects. The current study aimed to investigate whether transgender men may be more vulnerable to sexualized advertisements than cisgender men. Each image featured one model, alone and only wearing their underwear or an additional unbuttoned shirt. All but one image was presented in black and white. To keep images as consistent as possible, the selection was made based on the results of a validation study from the Concordia Vision Lab. This validation study aimed at grouping images based on their score on four scales measuring: arousal, valence, brand familiarity and ad familiarity. We picked a profile that was most relevant to our study, that is a profile showing high arousal and valence, paired with lower advertisement familiarity (AF) and brand familiarity (BF). We hypothesize that transgender men show a lower self-rated body satisfaction than cisgender men prior to viewing the sexualized adverts, and that self-rated body satisfaction of both transgender men and cisgender men decreases after viewing a series of sexualized adverts. In addition, transgender men will have a more significant decrease in self-rated body satisfaction (than cisgender men) after viewing sexualized adverts. The data we have collected was insufficient and therefore could not be used to test our hypotheses. High levels of stress, anxiety and depression have rendered only one out of eight participants to complete the experiment. Our sample may have been affected by the decrease in mental health with the COVID-19 pandemic. To achieve a sufficient sample for our analysis, we will be extending our recruitment period beyond the submission of this thesis. We expect our results to show that sexualized advertisements have a significant impact on transgender men and that their self-rated body satisfaction will be lower than cisgender men post-exposure.

Understanding the effects of sexualized advertisements on vulnerable and marginalized populations such as transgender people can serve to evaluate the extent of the negative effects of sexualized advertisements. This research could be relevant in any field of psychology because research on transgender people is lacking and it is important to integrate them in education, research, and clinical fields.

WEDNESDAY MAY 26 2021

Fast 5 presentations

10:00 AM - 11:00 AM

Anthony Sciola, Loredana Marchica, Jennifer Kruse, & Jeffrey Derevensky
Gambling helplines: What prompts gamblers and significant others to call?

McGill University

#5

Objectives. Gambling helplines have progressed to offer support and brief interventions for both the gambler and their 'significant others' (spouses, cohabitants, children, siblings). Specifically, helpline studies have found that significant others account for half of callers and typically call for help for another's gambling behaviour. The current study examined calls from both gamblers and their cohabitants/spouses to a state-wide gambling helpline. **Methods.** A total of 1,119 callers from the state of Florida called the Florida Council on Compulsive Gambling helpline between July 1, 2019 and June 30, 2020. Participants provided demographic information, the precipitating event leading to the call, the primary type of gambling problem endorsed, and the primary gambling location. Chi-Square analyses examined the relationship between gamblers and spouses/cohabitants precipitating event for calling the helpline and the type of primary gambling problem. **Results.** A significant difference in gamblers and spouses/cohabitants identification of their own or problem gambler's primary gambling problem was found. Results indicate that gamblers who call the gambling helpline are significantly more likely to report suffering substantial financial losses (28.2%) versus spouses/cohabitants perceptions (1.6%) whereas, spouses/cohabitants who call the helpline were significantly more likely to report greater relationship problems (78.3% versus 14.7%). **Conclusions and Implications.** While gamblers tend to rely heavily on informal support provided by their significant others, gambling helplines can further support and assist significant others to guide their partner experiencing a gambling problem toward treatment while protecting their own mental health and well-being.

WEDNESDAY MAY 26 2021

Fast 5 presentations

10:00 AM - 11:00 AM

Ryan Tobin & David Dunkley *Self-Compassion Influencing the Link Between Self-Critical Perfectionism and Internalizing Symptoms: A Three-Wave Longitudinal Study*
McGill University
#12

Self-critical perfectionism (SCP) is a transdiagnostic vulnerability factor with robust links to anxiety and depressive symptoms. Little is known about the moderating effects of self-compassion in predicting depressive and anxious symptoms within high SCP individuals. The current study features a 3-wave longitudinal design where participants were asked to complete retrospective measures of perfectionism, self-compassion, and general distress (i.e., shared symptoms between anxiety and depressive) at baseline, one year and two years later. Multiple hierarchical regression analyses using 2000 bootstrap samples revealed that compared to low SCP individuals, high SCP individuals who engaged in self-compassion at T2 experienced greater decreases in Time 3 general distress one year later. When further decomposing self-compassion into its subscales, results demonstrated that SCP individuals who engaged in self-kindness, mindfulness and lower over-identification at T2 saw decreases in general distress at T3. Findings from the current study highlight the effectiveness of self-compassion against general distress symptoms in high SC perfectionists. More specifically, evidence would support the buffering role of self-kindness, mindfulness and lower over-identification in predicting lower general distress symptoms within this population. With 28% of Spanish children between the ages of 7-11 falling within the high SC perfectionistic categorization (Melero et al., 2020) and Hewitt et al., (2002) showing that perfectionism is moderately related to both depression and anxiety in children aged 10-15 years old, it is imperative that future research investigates the effectiveness of self-compassion and its components in reducing anxiety and depression related symptoms in school-aged children.

WEDNESDAY MAY 26 2021

Fast 5 presentations

10:00 AM - 11:00 AM

Julie Quadrio

Concordia University

#9

Broadening the Lens for a New Look at Child Welfare

Current child abuse and child welfare literature and prevention programs rely on ethnocentric paradigms and frameworks that do not take context or the entirety of the family dynamics into account. This policy proposal advocates leveraging various community support systems that are not generally incorporated into more traditional models of nuclear families or the more orthodox attachment theories. While efforts have been made in this stride, namely through social-ecological models, additional frameworks must be created to prevent abuse in multifaceted ways. Emphasizing the importance of context and encouraging networking across systems and professionals, the plurality of childhoods is brought into the theoretical framework and practice. The paper examines the importance of restructuring child protection conceptual frameworks by centering the prevention efforts on child “well-being”, rather than child “protection”. Furthermore, by highlighting the gaps and conceptual issues revolving around child abuse, the paper aims to give importance to preventative measures that are tailored to the specific community while focusing on the effect of abuse not only on the child but on the family as a whole. Additionally, the paper stresses the importance of creating multidisciplinary intervention programs that analyze a variety of possible stressors. Finally, the proposal lays out the necessity of creating policies aimed at improving women’s well-being, as women’s welfare is symbiotic with and co-constitutive of child welfare.

FRIDAY MAY 28 2021

Poster presentations

10:00 AM - 11:00 AM

Martin Paquette, Stéphanie El Asmar, Jeanne Sauvé,

L'impact de la covid-19 sur l'agressivité au volant

Anushka Sondhoo & Joanna Vilme

Université de Montréal

#1

La pandémie liée à la Covid-19 a entraîné une diminution de l'achalandage routier. Les infractions ont pourtant augmenté, ce qui signifie un changement dans les habitudes de conduite automobile. Les mesures de déconfinement ont ramené un achalandage comparable à celui des années précédentes (Martin, 2020), ce qui a pu frustrer certains conducteurs. Ce changement a pu diriger certains d'entre eux vers l'agressivité au volant ; une conduite qui peut mettre en danger les personnes ou les propriétés de l'environnement. Le but de l'étude est de trouver un lien entre la pandémie liée à la Covid-19 et la hausse du niveau de l'agressivité au volant. En mesurant la fréquence d'actes agressifs au volant rapportés par les participants pendant la période de pré-confinement (environ 3 mois avant le 15 mars) et en comparant ces résultats à ceux de la période de post-confinement (du 15 juin au 1er octobre) une hausse significative s'est avérée. Ceci fut davantage remarqué chez les personnes ayant été exposées à la conduite automobile en raison de 5 jours et plus de conduite par semaine lors de ces deux périodes selon un test-T. L'exposition à la conduite automobile serait donc un facteur contribuant à une augmentation des comportements agressifs au volant chez le conducteur dans la période post-confinement versus pré-confinement chez les conducteurs québécois.

Sabrina Musacchio, Stephanie Susinki, Malina

Themes Included in Victim Impact Statements

Cipriano, Matt Baker, & Shanna Williams

McGill University

#3

Witnesses in cases of child sexual abuse (CSA) are uniquely important to criminal proceedings as the victims are often the sole witnesses to the crime, and physical evidence supporting the charges is often lacking. In some trials, victims are given an opportunity to provide a victim impact statement (VIS). With that said, Larry Nassar's, the former doctor for USA Gymnastics, trial provides an opportunity to examine VISs as Nassar's victims' VISs are publicly available. There remains a paucity of research within the field, particularly regarding the disclosure processes of child witnesses and their experiences with the criminal justice system. Therefore, this research aims to examine the VISs of young adults, who experienced CSA by the same perpetrator, for specific themes. Methodology: We conducted a qualitative analysis of the thematic content of VISs (n = 15) by blindly double-coding the transcriptions. The VISs were chosen at random and independently coded for themes. Results: Three categories of themes were present: 1) disclosure of abuse (Abuse VIS), 2) disclosure of the impacts of the abuse on the victims' present day lives (Aftermath VIS) and 3) process of disclosing (Disclosure VIS). Subthemes emerged such as: emotions, physical/mechanics, relationships, denial/disbelief, and psychological. The most common themes described were: 'abuse: physical/mechanics' (100%), and 'abuse: relationships' (93.3%). The least common themes described were: 'disclosure: emotions' (26.6%), and 'disclosure: believed (Y/N)' (20%). Discussion: Results of the current research will be used to examine how survivors of CSA characterize their abuse in court. Disclosure processes in the context of legal proceedings and what aspects of abuse are shared by survivors will be discussed. Take-home message: The results of this research provides information on the VISs of survivors of CSA. Furthermore, aspects of abuse specific to the context of organized sports will be explored.

FRIDAY MAY 28 2021

Poster presentations

10:00 AM - 11:00 AM

Anita Kiafar, Laurianne Bastien, Lina Di Genova,
Vera Romano, Stephen P. Lewis, & Nancy L. Heath
McGill University

Peer-led or mental health provider-led? Is there a difference in acceptability and satisfaction?

#10

University students report concerning levels of mental health distress, but few seek support from mental health services (Gulliver et al., 2010). Accordingly, the World Health Organization is calling for a massive scale-up in investments in mental health (World Health Organization, 2020). Thus, new models of service delivery such as online peer support have emerged as an outlet allowing for the exchange of student experiences, which mitigates the fear of stigma, a barrier to help-seeking in youth, that might occur in mental health professional contexts (Ali et al., 2015). However, little is known about differences involving peer vs. mental health provider (MHP) outreach for university students. The present study sought to evaluate the acceptability and feasibility of a peer-led vs. MHP-led mental health resilience skills-building video outreach program. 148 undergraduate students (79.7% female) were asked to watch 3 brief skills-building videos which were either peer-led (n=77) or MHP-led (n=71). Results of an independent sample t-test revealed no significant difference in the peer (M=8.73, SD=2.16) or MHP (M=8.83, SD=2.23) groups on perceived degree of skills learned, $t(146) = -1.34$, $p = .18$, strategy use, $t(146) = -1.85$, $p = .066$, or program satisfaction, $t(146) = 0.29$, $p = .77$. Furthermore, about 70% of students from both groups reported they would recommend the program to other university students. Findings suggest that a resilience skill-building video outreach may be acceptable and feasible for university students regardless of service delivery type. Thus, findings may have important implications for the integration of future outreach programs.

Yasmine Abdel Razek & Elena Nicoladis
University of Alberta

The Mental Health Implications of Remote Learning

#11

On March 11th, 2020, the World Health Organization (WHO) declared the COVID-19 outbreak a pandemic (World Health Organization, 2020). Since then, students around the world have shifted from in-person classes to remote learning. In remote learning, a student and educator are not physically located in a classroom and information is relayed through technology, such as a Zoom call on a laptop (Tophat, n.d.). Although remote learning is the pandemic's "new normal," students experience difficulties concentrating (89%) and increased concerns for academic performance (82%; Son et al., 2020). Similar to Son et al. (2020), the current study uses a survey to assess how student mental health has been affected by remote learning during the pandemic. In the survey, students are asked questions about remote learning, their mental health, and their COVID-19 related experiences. We also ask about socioeconomic status (SES), as it has been shown to be associated with a student's mental health and accessibility to resources. We predict that students with lower SES will have worse mental health and more negative remote learning experiences. Our preliminary analysis showed that 75 of the 91 students (82%) felt that remote learning has negatively impacted their mental health. In a thematic analysis of 41 student responses, students expressed loneliness and isolation (54%) and also anxiety towards many facets of remote learning (e.g. increased workload, deadlines, and Zoom; 22%). The results illustrate the aspects of remote learning that have impacted student mental health and provide insight on the areas that require improvement. The results also demonstrate the positive aspects of remote learning, such as flexibility (18/44, 44%) and recorded lectures (6/44, 22%), which can be incorporated with traditional in-person classes in the future. This way, students with demanding schedules can take part in a meaningful and accessible learning experience.

FRIDAY MAY 28 2021

Poster presentations

10:00 AM - 11:00 AM

Sarah Campbell, Krupali Pattel, Matt Baker, &
Shanna Williams
McGill University
#13

*Healthcare Professional's Consideration of Childhood
Maltreatment on Pediatric Pain Assessment*

Research has continuously indicated that pediatric pain is undermanaged in the Canadian health care system. Additionally, studies have found that children with a history of maltreatment are at an increased risk of experiencing pain; however, they are more likely to have their pain unrecognized by healthcare professionals. Thus, the alarming rates of under-assessed pain are of greater concern for maltreated populations who are already at risk of experiencing numerous adverse life effects. Pediatric pain assessment is impacted by both top-down processes, such as the evaluator's pain knowledge, and bottom-up processes, such as the child's pain expression. This raises concerns for children with a history of maltreatment who have frequently been disregarded in pain research and have been found to suppress their emotional expression. This study aims to investigate healthcare professionals' knowledge of pain assessment and whether their pain assessment methods are tailored for children with a history of maltreatment. Due to the lack of research addressing proper pain assessment for maltreated populations, it is hypothesized that healthcare professionals will not be knowledgeable about the impact of maltreatment on pain assessment and thus, will not tailor their assessment measures for this vulnerable population. A questionnaire has been developed to evaluate how healthcare professionals assess pediatric pain for maltreated and non-maltreated pediatric populations. Participants are asked to reflect on which measures they use, which factors they consider and how they ask children about their pain. The questionnaire also assesses healthcare professionals' knowledge of pain assessment for the general population as well as their knowledge of how maltreatment might impact pain assessment. The purpose of this study is to evaluate if the impact of maltreatment on pain expression and assessment is known among health care professionals and if it is being considered in the evaluation of pediatric pain.

Antoine Frappier-Temcheff, Caroline Temcheff,
Martine Poirier, Mathieu Moreau & Jeffrey
Derevensky
Loyola High School & McGill University

Effects of COVID-19 related stress on Motivation at School

#16

The COVID pandemic has resulted in the closure of schools and distance learning for high school students, which has been associated lower school motivation. Although this context has led to higher stress in adolescents, knowledge on the associations between stress and school motivation, and on the characteristics of students that would have benefit from support from their school is limited. The first objective was to assess whether COVID-related stress, as well as general stress (before and during the pandemic) were related to motivation at school during the pandemic. The second objective was to identify characteristics of students who felt that their school had not helped them cope with stress during the pandemic. Participants were 207 students in a high school in Montreal. Students answered an online questionnaire assessing their COVID-related stress, general stress levels before and during the pandemic, their motivation at school before and during the pandemic, as well as their self-perceived academic performance and school engagement. Results showed that the only stress-related variable that was linked to motivation during the pandemic was general stress during the pandemic. Results also showed that students with lower motivation, lower academic success and lower school engagement were less likely to say that their high school helped them cope with stress. This suggests that schools may do well to invest greater effort to assist students who are less motivated, less engaged and with lower academic achievement in order to help them deal with stress, particularly since increased stress is linked to poorer motivation.

FRIDAY MAY 28 2021

Poster presentations

10:00 AM - 11:00 AM

Katrina S. Baldassarre, Saskia J. Ferrar, Dale M.

Stack, & Lisa A. Serbin
Concordia University

Maternal emotion expression during mother-adolescent conflict:

Associations with maternal nurturance and stress

#17

Mothers' stress and parenting behaviours, including their expression of emotions, contribute to their children's risk of developing behaviour problems, psychopathology, and other negative outcomes. Maternal emotion expressions during conflict serves as a means through which their children can learn about emotions. Conflict in early adolescence is a key period in development where adolescents and mothers experience and express more negative emotions. The present study examined whether parenting behaviours and perceived parenting stress of at-risk mothers were associated with their positive and negative emotion expressions during a conflict task with their 12- to 14-year-old adolescents. Mothers completed self-report measures of parenting (nurturance) and parenting stress and engaged in a videotaped conflict discussion with their adolescents in their homes. Videotaped interactions were coded continuously using a systematic coding system for maternal emotion expressions of negative affect (anger and sadness), positive affect and neutral affect. Results obtained from hierarchical regressions revealed that mothers who were less nurturing expressed more positive emotion expressions during conflict, thought to be expressed when mothers wanted to avoid discussing a conflict. Mothers reporting less parenting stress expressed more neutral emotion expressions which is likely related to their ability to modulate emotion during salient conflict. Lastly, mothers who were more nurturing and less stressed expressed more sadness, possibly as a means through which they can display empathy to their adolescent during conflict. Taken together, the findings of the present study contribute to the research on maternal-adolescent conflict by highlighting how different emotion expressions can be used by mothers to convey specific and different messages to their adolescent during conflict. Understanding maternal expression of emotions has implications for helping at-risk mothers at a higher risk of experiencing high levels of parenting stress and non-nurturing parenting behaviours to better understand the effects of their emotions during conflict with their adolescent.

Laura Pareja Conto, Angelica Restrepo, Holly

Recchia, Gabriel Velez, & Cecilia Wainryb
Concordia University

Incorporating Students' Voices: Adolescents' Reasoning About

Retributive and Restorative Approaches to Address Intergroup

Harms in Schools

#18

Traditional retributive approaches in schools (e.g., suspension) concentrate on placing blame, punishing offenders, and reaffirming adult authority. In contrast, restorative approaches (e.g., compensation and apologies) are an alternative strategy to discipline students that concentrate on addressing victims', offenders' and the community's needs. Few studies have examined adolescents' reasoning and evaluation of these practices. The objective of this study was to explore how adolescents reason about and evaluate various approaches to address intergroup harms between peers in their schools. This study was conducted with 77 adolescents from grades 10 and 11 (M age = 16.49 years) in two urban high schools serving youth from low-income neighbourhoods in Bogotá, Colombia. In the context of semi-structured interviews, adolescents were presented with two hypothetical vignettes in which a rival group in their school engaged in a transgression against their group (e.g., property damage). Adolescents reported how their group should respond after the harm and how their group would actually respond. Then, youth rated three teacher-sanctioned approaches to address the offense (apology, compensation, and suspension), in terms of (a) their evaluation of each strategy, and (b) the likelihood of each strategy being implemented in their school. Although adolescents reported they should and would talk to school authorities, they also reported they would frequently respond with retaliation. We found meaningful differences in how adolescents evaluated compensation, apologies, and suspension as strategies to address intergroup offenses. Overall, adolescents preferred compensation, followed by apologies, and evaluated suspensions less positively than the two restorative approaches. However, adolescents reported that all three strategies were equally likely to occur in their school. Youths' explanations for their endorsement of different disciplinary practices reflected varied concerns, including their perceptions of how justice is best achieved, how to repair relationships, and how restoration could be attained.

FRIDAY MAY 28 2021

Poster presentations

10:00 AM - 11:00 AM

Anna-Francesca Boatswain-Jacques, Charlotte Dusablon, & Annie Bernier
University of Montreal
#19

Intra-Individual Variability in Total Sleep Time Predicts Cognitive Functioning in School-Aged Children: A Longitudinal Study

Sleep has an extensive influence on cognitive functioning, such that children with longer total sleep time (TST) generally have better cognitive functioning than children with shorter TST (Astill et al., 2012; Short et al., 2018). During preadolescence, a decrease in TST and an increase in night to-night variability in TST are commonly observed (Laberge et al., 2001). However, few studies have examined how this intra-individual variability in TST (IIV-TST) relates to children's cognitive functioning. We examined whether fourth-grade IIV-TST in 83 school-aged children could predict fifth grade cognitive functioning. Several cognitive assessments were analysed, however, only reading and planning skills were significantly correlated with IIV-TST. These two indicators were submitted to regression analyses, which revealed that, after controlling for participants' sex and socioeconomic status, fourth-grade IIV-TST reliably predicted fifth grade planning skills, $\beta = -.33$, $p = .004$ and reading abilities, $\beta = -.25$, $p = .030$. Moreover, fourth-grade IIV-TST was associated with planning improvement, as it remained a significant predictor even after controlling for previous planning skills, $\beta = -.24$, $p = .028$. This study highlights the importance of studying diverse aspects of sleep and underscores the presence of some long term associations between sleep and cognition in school-aged children.

Angelica Kibets, Julie Aalders, Lojain Hamwi, Natasha McBrearty, Jess Whitley, Maria Rogers, & David Smith
University of Ottawa
#20

Exploring experiences of service providers transitioning to virtual delivery of group-based services in the child and family mental health sector

Prior to the COVID-19 pandemic, research evaluating group mental health services delivered virtually was limited, especially with regard to services for youth and families. The primary objective of our project is to capture the processes, perceptions, and learnings of service providers working in the child and family mental health sector as they rapidly adapted their group services to a virtual environment. Semi-structured interviews were conducted with a sample of service providers ($N = 18$) in the Eastern-Ontario region who implemented group-based services for youth and parents during the pandemic lockdown. Interviews focused on the following areas: (1) the processes undertaken to implement online services, (2) key learnings emerging from this implementation, (3) the impact of this implementation on participants' work and organizations, and (4) barriers to facilitators of effective online group-based services. Data are being analyzed using thematic analysis, a flexible analytic approach organized into six recursive phases (Braun & Clarke, 2006). Thematic analysis of interviews is presently ongoing. Emerging themes highlight the unique demands of virtual environments, the impact of virtual delivery on accessibility to mental health services, and the adaptation required of service providers' skills, materials, and approaches to online settings. These emerging findings suggest that virtual delivery of group-based services involves unique benefits and challenges impacting both clients and service providers. Our virtual poster presentation will provide a visual overview of the preliminary findings from this ongoing project. Our study findings can inform development of service delivery approaches by drawing upon the emerging, situated learnings of those providing these services. Findings from the study will contribute to (1) the effective delivery of online mental health services for youth and families, and (2) the development of practice guidelines for virtual group therapy.

FRIDAY MAY 28 2021

Poster presentations

10:00 AM - 11:00 AM

Cassiea Sim

McGill University

#21

Gender differences in the effects of COVID-19 and BLM on Black young adults in Montreal

The concurrence of a once in a century pandemic and the rise of the Black Lives Matter movement (BLM) allows for the collection of unique data about various marginalized populations, such as Black Canadians who have been disproportionately affected by the pandemic. The current study aims to investigate the effects of the COVID-19 pandemic and BLM on the lives of Black young adults living in Montreal. We focus on gender differences in relation to motivation, subjective wellbeing, and engagement with BLM. Our sample consisted of 106 Black young adults (Mean Age = 25.51, SD = 4.81), 39.6% of whom reported being full-time students. Longitudinal data from August and December 2020 was collected using online questionnaires in conjunction with Montreal's Black Community Resource Center. Results indicated that women are more autonomously motivated to engage with BLM, reporting more emotional and behavioural involvement. However, women also reported lower subjective wellbeing ($p = .015$) and poorer goal progress ($p = 0.17$) than men, and marginally significantly higher depressive symptoms ($p = .066$). A hierarchical multiple regression analyses in which BLM emotional and behavioural engagement in December 2020 were regressed on baseline emotion or behaviour (entered first) demonstrated that behavioural engagement was significantly associated with higher subjective well-being for women ($p = .003$). The findings suggest that Black women are more involved with the BLM movement than men and that their behavioural engagement serves as a protective factor with respect to their subjective well-being, which was more negatively affected by the pandemic. These findings can guide the provision of services for Black students, taking into account their unique struggles in the context of both the pandemic and BLM.

Ilakkiah Chandran, Jasjit

Sangha, & Kosha Bramesfeld

University of Toronto

#24

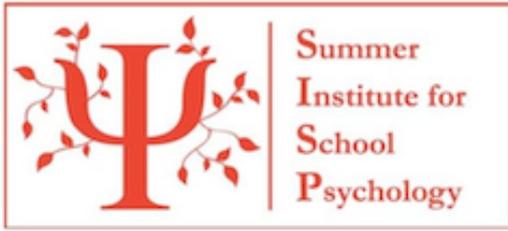
Communities for Change: Understanding and Evaluating Grassroots Projects

The Communities for Change (C4C) project brought together community leaders who worked on grassroots movements to collectively envision and implement solutions to existing problems within their communities (e.g., affordable housing, food insecurity, etc.). Over 8-weeks, changemakers participated in planning, prototyping and implementation phases while undergoing the Theory U framework. These leaders focused on implementing solutions within their communities while focusing on facilitated learning and innovation.

The present study aims to analyze and evaluate components of the C4C projects to understand the conditions that led to and inhibited the success of C4C projects in different communities.

This study utilized transcripts collected during the C4C program evaluation meetings to conduct a secondary analysis. NVivo, a qualitative coding software, was used to code the transcripts under the following headings: Community Building, Prototyping Factors, Success Factors and Transformative Learning. From there, factors that promoted and inhibited the success of C4C projects in different communities were identified and compared to existing literature. The preliminary results of this study indicate that community resilience, mentorship, participant adaptability and relationship-building amongst participants were crucial features that enhanced the success of C4C projects. Furthermore, the results suggest that the lack of resources and insufficient socio-economic and cultural applicability of prototypes inhibited the success of these projects. This project aims to translate the elements and resources required to ensure grassroots projects' success globally for future community-based initiatives in interdisciplinary environments. Furthermore, this study's findings will help develop long-term solutions to mitigate the inequities and challenges faced by global communities. Moreover, this project's results extend to address affordability and accessibility issues when allocating resources to support innovative and holistic grassroots projects. Overall, this project aims to build awareness regarding the tools, resources and factors essential to creating sustainable and collective change globally.

SISP BLOG



BLOG POST GUIDELINES

- Submit via email in ENGLISH OR FRENCH (.doc)
- Target audience: professionals working with children (e.g., psychologists, occupational therapists, speech-language pathologists), parents and educators
- Max 750-words written in accessible language
- Include a short title
- Under the title of your blog post add "Written by YOUR NAME/TITLES/AFFILIATIONS/ CITY, COUNTRY"
- If you include your own pictures to accompany your post, please make sure you have rights to them
- Break up your article into small paragraphs with headings for an easier read
- Reference format: (Smith et al. 2008. Psychological Bulletin)
- Include a picture and a short bio for the "About the Author" section

We look forward to collaborating with you!

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